

## Contributors

**Brad Benz** is a lecturer in the Writing Program at the University of Denver. Previously, he was an Associate Professor of English and Director of the Writing Program at Fort Lewis College. He lives in Denver with his daughter and their dog.

**Doug Brent** is a professor in the Department of Communication and Culture at the University of Calgary. He is past director of the Writing Program and the Communications Studies program, and currently teaches history of rhetoric, professional writing and communication history. He is currently working on a study of the long-term effects of first year seminars on students' academic literacy.

**Duncan Carter**, recently awarded emeritus status, taught at Portland State University from 1987 to this past spring. He held his initial assignment as Director of Writing for six years. Later he became English department chair and, for ten years, Associate Dean of the College of Liberal Arts and Sciences. Interested in writing across the curriculum, program administration, and the relationship between thought and language, he has published a number of articles on these topics, as well as two composition texts.

**Richard Colby** is a lecturer in the award-winning University of Denver Writing Program. He is co-editor of the collection *Rhetoric/Composition/Play through Video Games* and a special issue of the journal *Computers and Composition Online* on gaming and composition. He has published in *Computers and Composition*, and *Computers and Composition Online*. He teaches courses on the rhetoric of games and disciplinary research.

**Denise Comer** is an Assistant Professor of the Practice of Writing Studies and Director of First-Year Writing at Duke University. Her research interests include writing program administration, travel writing, and digital pedagogies. Her prior work has appeared in such journals as *Composition Studies* and *Pedagogy*. She has two books forthcoming from Fountainhead Press in 2014: *Writing in Transit: A WID Reader* (ed.) and *It's Just a Disser-*

tation: *The Irreverent Guide to Transforming Your Dissertation from Daunting to Doable to Done* (co-written with Barbara Gina Garrett). She lives in Raleigh with her husband and their three children.

**Laura J. Davies** is an assistant professor of rhetoric and composition at the United States Air Force Academy, where she directs first-year composition. Her research interests include writing program administration and writing teacher pedagogy, and her current project investigates the pedagogical frameworks military instructors bring to the writing classroom.

**Harry Denny** is an Associate Professor of English and Director of the University Writing Center at St. John's University in New York City. He does research on rhetoric of social movements, identity politics, composition and writing center studies. Currently, he is at work on a new book project on contemporary civil rights rhetoric and identity movements.

**Casie J. Fedukovich** is Assistant Professor of English and Associate Director of the First-Year Writing Program at North Carolina State University. She mentors teaching assistants and teaches graduate seminars in composition research, theory, and pedagogy. Her research explores labor practices, teacher training, writing program administration, and activism in composition. She has published in the *Language Arts Journal of Michigan* and has a piece on activist mentoring forthcoming in *Workplace: A Journal for Academic Labor*.

**Catherine Gabor** is an assistant professor in the Department of Rhetoric and Language at the University of San Francisco. Prior to her current position, she was the WPA at San Jose State University. Her work has appeared in *Reflections: A Journal of Public Rhetoric, Civic Writing, and Service Learning*; *The Journal of Basic Writing*; and several edited collections. She is currently collaborating on a project with Tina S. Kazan that stems from an interest in the historical and contemporary place of "advanced composition" in the larger writing curriculum.

**Faye Halpern** is an Associate Professor at the University of Calgary, where she teaches nineteenth-century American literature. Her articles have appeared in *College English, Narrative*, and the collection *Integrating Literature and Writing Instruction in First-Year English*. Her book, *Sentimental Readers: The Rise, Fall, and Revival of a Disparaged Rhetoric*, will be out in December from the University of Iowa Press.

**Eric Juergensmeyer** is an Associate Professor of Composition and Rhetoric at Fort Lewis College in Durango, CO where he is Director of the Writing

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**Tina S. Kazan** is an associate professor and directs the writing program at Elmhurst College in Elmhurst, IL. She teaches courses in writing, rhetorical theory, creative nonfiction and films studies. Her research interests include feminist theory and pedagogy, body theory, and writing program administration. Her work has appeared in *Pedagogy*, *Lore: An e-Journal for Teachers of Writing*, and the collection *Brave New Classrooms: Democratic Education & the Internet*. She is currently collaborating on a project with Catherine Gabor that stems from an interest in the historical and contemporary place of “advanced composition” in the larger writing curriculum.

**Karen Kopelson** is Associate Professor and Director of Graduate Studies in English at the University of Louisville. She has published articles in such journals as *College English*, *College Composition and Communication*, *JAC*, *Postmodern Culture*, and *Rhetoric Society Quarterly* and is the recipient of both the Braddock Award (2004) and the Kinneavy Award (2005). She is currently co-editing a collection of essays with Bruce Horner entitled *Re-Working English in Rhetoric and Composition*, forthcoming with Southern Illinois University Press.

**Margaret Lowry** served as the Director of First-Year English at the University of Texas at Arlington from 2006–2011, when she took a hiatus from academia to stay home with her two young sons. In addition to being a mom, Lowry tutors K-12 readers and writers, mentors graduate writers, and continues work on her own scholarship, which includes publications in *Rhetoric Review* and *WPA: Writing Program Administration*.

**Hildy Miller** is a professor of English, former WPA, and current department chair at Portland State University. Her research interests include history of women in rhetoric, particularly in 19<sup>th</sup> century America, Gothic studies, and composition/English administration. She teaches graduate and undergraduate courses in rhetoric, composition, literature, and film.

**Randall W. Monty** is an assistant professor of Rhetoric and Composition at the University of Texas–Pan American, where he currently teaches first-year composition and undergraduate technical writing. Previously, he served as Assistant Director of First-Year Composition and Graduate Assis-

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**Fernando Sánchez** is currently a PhD student in Rhetoric and Composition at Purdue University. His research interests include professional writing, writing program administration, and queer theory. He has taught first-year composition, comp/lit, and professional writing courses. He also has experience as a graduate writing center consultant.

**Andrea Scott** is assistant professor of academic writing and director of the Writing Center at Pitzer College, a member of the Claremont Colleges in Los Angeles County. She taught in the Princeton Writing Program for five years and served as associate director of the writing seminars from 2010 to 2013. Her research focuses on the interstices of WAC/WID, international writing studies, and writing center theory. She's a review editor of *Writing Commons* and a member of the liaison committee of the CWPA.

**Christie Toth** completed her master's degree at Portland State University and is currently a PhD candidate in the Joint Program in English and Education at the University of Michigan. Her research interests include assessment, Writing Across the Curriculum, and the pedagogical needs of diverse student populations. Christie is also interested in the professional lives of two-year college English faculty and their students' writing experiences, both before and after transfer: she has published on these topics in *College Composition and Communication* and *Higher Education: Handbook of Theory and Research*. Christie's dissertation focuses on composition pedagogy at a two-year tribal college.

