

Notes on Contributors

Mary Ann Aschauer directs the Freshman Writing Program at Santa Clara University, where she also teaches a wide variety of courses ranging from freshman composition to graduate business communications. She has served as director of Santa Clara's NEH Writing in the Humanities Seminar series and most recently completed an ethnographic research project examining the writing practices of engineers. This work has combined to serve as the basis for her presentations on collaborative learning which she has delivered at national and international conferences.

Jane Zeni Flinn is Director of the Gateway Writing Project and Assistant Professor of English and Educational Studies at the University of Missouri-St. Louis. Her articles have appeared in *Computers and Composition*, *Educational Leadership*, *English Education*, and the *NWP Quarterly*. She has collaborated on action research and curriculum development with Gateway teachers, for whom she edited *Reflections on Writing* and co-edited *New Routes to Writing* (both distributed by NCTE). She is currently writing a book about computer-equipped writing environments.

Judy Fowler is an instructor in the Writing Program at the University of Maryland Baltimore County. Formerly she taught English in Baltimore area public schools and taught in the partnership program described in the article. She is a former president of the Maryland Council of Teachers of English Language Arts, the state affiliate of NCTE. She has published in the *Maryland English Journal* and the *Baltimore Evening Sun*.

Toby Fulwiler, Director of Writing and Professor of English at the University of Vermont, also leads a writing-across-the-curriculum program and numerous faculty workshops. He is widely published in the area of writing across the curriculum, including "Showing, Not Telling, at a Writing Workshop" *College English*; "How Well Does Writing Across the Curriculum Work?" *College English*; and with Art Young *Language Connections and Writing Across the Disciplines: Theory into Practice*.

Chris Madigan is a consultant in scientific and technical communication. For three years, he co-directed the University of New Mexico Writing Institute for which the NM Council of Teachers of English presented him the college-level Excellence in English Education award (1988). Prior to that, he was a staff member of the Gateway Writing Project. He has published in *English Education*, the *Computer-Assisted Composition Journal*, and *Computers and Composition*.

Stefan Martin is writing coordinator at the University of Maryland Baltimore County. He has also taught English in Baltimore area high schools, including the partnership program described in the article. His pieces on education have appeared in the *Baltimore Evening Sun*.

George Otte, formerly writing director at the University of Tulsa, is currently director of writing programs at Baruch College, CUNY. His present research is focused on writing contexts, especially writing in the academic setting. Publications include a collection of classic, contextualized arguments titled *Casts of Thought*, co-edited with Linda Palumbo and forthcoming from Macmillan.