

Contributors to WPA 34.1

Linda Adler-Kassner is Professor of Writing and Director of the UCSB Writing Program. Her most recent book, with Peggy O'Neill, is *Reframing Writing Assessment* (Utah State UP, 2010). She is grateful to Keith Rhodes for supportive and collegial discussion.

Diana Ashe is an Associate Professor of English at the University of North Carolina Wilmington, where she serves as Coordinator of Professional Writing and recently received the Chancellor's Teaching Excellence Award. At UNCW, she teaches courses in composition, professional writing, rhetorical theory, environmental writing and activist writing, along with the occasional course in Appalachian literature. She has published articles on environmental rhetoric, professional writing program development, the use of source detection services, mentoring and academic service, and is currently at work on a larger project involving rhetoric in Appalachia.

Larry Beason is the Director of Freshman Composition at the University of South Alabama. He has taught various courses preparing students to teach writing at the K-college levels and has received four teaching awards during his career. His publications include articles on pedagogy, teacher training, and assessment. He has also authored trade books on language along with textbooks on grammar and usage, such as *A Commonsense Guide to Grammar and Usage*. His current research includes a study of how academics' reactions to usage errors both resemble and conflict with the way people react to errors that appear in online forums.

Lorelei Blackburn is a PhD student in Rhetoric and Writing with a concentration in community literacy at Michigan State University where she teaches first-year writing. A graduate of DePaul University's M.A. in Writing program, she previously worked in their writing center, and, after earning her degree, taught returning adults in the School for New Learning, first-year writing classes for the Writing, Rhetoric and Discourse Department, and worked as the Suburban Campus Writing Center Coordinator to establish writing centers at DePaul's three suburban campuses. She is currently working on research that explores community literacy and peace-building in areas of violence.

Beth Brunk-Chavez is Associate Professor of Rhetoric and Writing Studies at the University of Texas at El Paso. She is the Director of First-Year Composition and an Associate Dean of the College of Liberal Arts. Her publications and research are in the areas of technology and writing, teaching with technology, collaboration and writing, and writing program administration. In 2009, she received at University of Texas System Board of Regents' Outstanding Teaching Award.

Cherokee Nation citizen and State of Sequoyah Commissioner, **Ellen Cushman** is an associate professor of Writing, Rhetoric, and American Cultures at Michigan State University. Her work in community literacies has been published in *Reflections on Community Based Writing Instruction*, *the Community Literacy Journal*, *College Composition and Communication*, and in the forthcoming books *The Public Work of Rhetoric*, edited by John Ackerman and David Coogan (University of South Carolina, 2010) as well as *Activism and Rhetoric* edited by Seth Kahn and Jong Hwa Lee (Routledge, forthcoming Fall 2010). Her research on the Cherokee syllabary, stemming from 5 years of ethnohistorical research with the Cherokee Nation, is forthcoming with the University of Oklahoma Press (Fall 2011) as well as *Ethnohistory* (Fall 2010) and *Wicazo Sa Review* (Fall 2011).

Chris W. Gallagher is Writing Program Director and Professor of English at Northeastern University, where he teaches undergraduate and graduate courses writing, rhetoric, and pedagogy. He is the author of *Radical Departures: Composition and Progressive Pedagogy* (NCTE, 2002), *Reclaiming Assessment* (Heinemann, 2007), and *Teaching Writing That Matters* (Gallagher and Amy Lee; Scholastic, 2008) as well as numerous articles in Rhetoric and Composition and Education journals.

Cynthia R. Haller is Associate Professor of English and Director of the College-Wide Writing Program at York College, City University of New York. She has also served as Acting Dean of Humanities and Social Sciences and Coordinator for York's Writing-Across-the-Curriculum Program, Writing Center, and first-year composition course. Her research on scientific and technical communication has been published in *Written Communication* and the *Journal of Engineering Education*. Current interests include student research writing and rhetorical aspects of agriculture, food studies, and the environment.

Douglas Hesse is Professor of English and Director of Writing at The University of Denver. He's a past president of WPA, a past editor of *WPA: Writing Program Administration*, and a past chair of CCCC. He is co-author, with Becky Bradway, of *Creating Nonfiction* (Bedford/St. Martin's). He thanks Kathi Yancey for insightful responses to a draft of the piece.

Joseph Janangelo is Immediate Past President of the Council of Administrators and associate professor of English at Loyola University Chicago where he is Chair of the English Department's assessment committee. His publications include *Resituating Writing: Constructing and Administering Writing Programs* (with Kristine Hansen) and *Theoretical and Critical Perspectives on Teacher Change*. Joe's work has appeared in *College Composition and Communication*, *College English*, *Journal of Teaching Writing*, *Rhetoric Review*, *The Writing Center Journal*, and *WPA: Writing Program Administration*. Joe dedicates this essay to his family: Yola C. Janangelo, Liz Disador, and Farrell J. Webb.

Peter Jones is Senior Vice Provost for Undergraduate Studies and Professor in the Department of Criminal Justice at Temple University in Philadelphia. He is co-author of the book *Personal Liberty and Community Safety: Pretrial Release in the Criminal Courts* (Plenum), has published more than fifty articles in peer reviewed journals and over one hundred research monographs. His most recent work has appeared in *Assessment and Evaluation in Higher Education*, *Criminology and Public Policy*, and the *Journal of Criminal Justice Education*.

Clyde Moneyhun is Director of the Writing Center and Director of Writing Across the Curriculum at Boise State University, where he also teaches writing, pedagogy, and rhetorical theory. He has directed writing programs and writing centers at schools ranging from small private colleges to large state universities. His research focuses mainly on the teaching of writing, including most recently "Literary Texts as Primers in Meaning-Making" (in *Integrating Literature and Writing Instruction in First-Year English*, MLA, 2008) and "Believing, Doubting, Deciding, Acting" (in the *Journal of the Assembly for Expanded Perspectives on Learning*, Winter, 2010).

Keith Rhodes is an assistant professor and the Director of Writing 150 in the Department of Writing at Grand Valley State University. He has previously held similar positions in English Departments at Missouri Western

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Kelly Ritter is an Associate Professor of English and Director of First-Year Composition at the University of North Carolina-Greensboro. Her articles have appeared in *CCC*, *College English*, *WPA: Writing Program Administration*, and *Rhetoric Review*, among others. Kelly's first book, *Before Shaughnessy: Basic Writing at Yale and Harvard, 1920-1960* (SIU Press, 2009) received Honorable Mention for the CWWPA Best Book Award in 2010. Her second book is *Who Owns School? Students, Authority, and Online Discourse* (Hampton Press, 2010). Kelly's current book manuscript is *To Know Her Own History: Writing at the Woman's College 1943-1963*.

Duane Roen is Professor of English at Arizona State University (ASU), where he also serves as Assistant Vice Provost for University Academic Success Programs, Head of Interdisciplinary and Liberal Studies, and Head of Technical Communication. In 2008, he received ASU's Graduate Mentoring Award. In addition to more than 230 articles, chapters, and conference presentations, he has published eight books in diverse areas of rhetoric and composition. He serves as secretary of the Conference on College Composition and Communication and vice president of the Council of Writing Program Administrators.

Lori Salem is Assistant Vice Provost and the Director of the Writing Center and the writing-intensive course program at Temple University in Philadelphia. Her research interests include quantitative and qualitative studies of the experiences and beliefs of writing instructors and tutors.

Sheldon Walcher joined the faculty of Roosevelt University in Fall 2010, where he serves as Director of the Composition Program, and Assistant Professor of English in the Department of Literature and Languages. In addition to issues of mentoring, his research interests include cultural constructions of "deviance," critical discourse theory, transformative pedagogy, and the avant-garde. He is currently working on two book-length projects: a textbook on writing as social practice, and a monograph on error as radical production. He lives in Chicago.