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Barbara J. Blakely is the Director of ISUComm Foundation Courses—the first two courses in Iowa State University’s CAC program. ISUComm is progressive in its attention to written, oral, visual, and electronic modes. Blakely teaches the proseminar for new TAs, advanced composition theory and pedagogy, and qualitative research. In addition to place-based curricula, her areas of interest include critical literacy, specifically critical composition pedagogy; critical technological literacy; TA development; and popular culture. Her work has appeared in *Computers and Composition*, *Pedagogy*, *Journal of Visual Literacy*, *Journal of Popular Culture*, and *WPA: Writing Program Administration*, among others.

Tiffany Bouelle was a Lecturer at Arizona State University, where she taught first-year writing and technical communication courses. She has recently accepted a position as an assistant professor at the University of New Mexico. Her research focuses on multimodal composition and using service-learning projects in technical and professional writing classes.

Dayna V. Goldstein is a Temporary Assistant Professor at Georgia Southern University. She, along with the other editor, is a winner of the 2009 CCCC Research Award and is a member of NCTE’s Contingent Labor Committee as well as WPA’s Grant Committee. She has published in *Writing Spaces*, *the CCC-IP Annual*, and *Stories of Mentoring: Theory and Praxis*. Goldstein has presented at several conferences including CCCC, WPA, and *Computers & Writing*. She continues to work to complete her dissertation investigation into the disciplinary consistency of honors theses through Kent State University. Her research interests include Activity-Network Theory, writing assessment, and labor conditions.

Matthew Heard is an assistant professor in English at the University of North Texas, where he also directs the freshman composition program. His past research has focused on intersections between rhetorical theory and literature (particularly the literature of transatlantic modernisms) and

on the ethical implications of genre-based pedagogies in composition studies. Currently, he is finishing a book manuscript entitled *Writing as Attunement*, which explores the emotional and physical dimensions of writing through the metaphor of tonality. His articles have appeared in *College Literature*, *Pedagogy*, and *JAC*.

Melissa Ianetta is Associate Professor of English and Director of Writing at the University of Delaware. In this position, she leads the writing center, composition program and writing across the curriculum initiative and teaches classes in rhetoric and literature. Her research in rhetoric and writing has appeared venues such as *College Composition and Communication*, *College English*, *PMLA*, *Rhetoric Review*, and *Composition Studies*. With Lauren Fitzgerald of Yeshiva University, she edits *Writing Center Journal*.

Emily Isaacs is an associate professor of English and director of the First-Year Writing Program at Montclair State University. Her research projects are primarily empirical; currently, she is working on a study of approaches to writing at 4-year state institutions across the nation, and another study of the impact of writing in the major (with Catherine Keohane). Recent articles have appeared or are forthcoming in *College English*, *Journal of Teaching Writing*, and *Pedagogy*, and edited collections from Hampton Press, Parlor Press, and Lexington Books.

Catherine Keohane is Assistant Professor of English at Montclair State University, where she teaches writing and literature courses, and serves as Assistant Director for Placement. Her research interests include both literature and composition. She has published articles in *ELH*, *Studies in the Novel*, and *Studies in Eighteenth-Century Culture*. Her current book project examines eighteenth-century depictions of charity and debt in didactic and imaginative literature. Together with Emily Isaacs, she is studying the effectiveness of a course on writing in the English major.

Don J. Kraemer has taught since 1991 in the Department of English and Foreign Languages at California State Polytechnic University, Pomona, where he helps direct the graduate program in Rhetoric and Composition, as well as the Basic Writing and FYC programs. Recent articles can be found in *Advances in the History of Rhetoric*, *California English*, *JAC*, *JBW*, *The Journal of Teaching Writing*, and *Rhetoric Review*.

Rita Malenczyk is Professor of English and Director of the Writing Program and Writing Center at Eastern Connecticut State University. Her

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work on the rhetoric and politics of writing program administration has appeared in the journal *WPA: Writing Program Administration*, *Writing Lab Newsletter*, and in numerous edited collections, including *Exploring Composition Studies* (eds. Kelly Ritter and Paul Kei Matsuda), forthcoming in June 2012 from Utah State University Press. With Susanmarie Harrington, Keith Rhodes, and Ruth Overman Fischer, she co-edited *The Outcomes Book* (Utah State UP, 2005). She is vice-president of the Council of Writing Program Administrators.

Randall McClure earned his PhD in Rhetoric and Writing at Bowling Green State University. He currently teaches first-year writing at Georgia Southern University. His research interests include writing program administration, composition pedagogy, and digital information behavior. He has published articles in *Composition Studies*, *WPA: Writing Program Administration*, *Computers and Composition*, *Writing Spaces*, *Writing & Pedagogy*, *portal: Libraries and the Academy*, *Computers and Composition Online*, *The Journal of Information Literacy*, and *The Department Chair*. His book *The New Digital Scholar*, co-edited with James P. Purdy, should appear later this year.

Susan Pagnac has served four semesters as Assistant Director of ISUComm Foundation Courses as she completes her PhD in Rhetoric and Professional Communication at Iowa State University. She also served as Assistant Director for one year at Oklahoma State University. She teaches both foundation and advanced communication courses at Iowa State University as well as learning community sections of foundation communication. Besides place-based pedagogy, her professional interests are the intersections of social class and first-year composition, composition theory, and writing program administration. Her work has appeared in *Pedagogy*.

Martha (Marty) D. Patton is an Associate Professor of English at the University of Missouri. For a dozen years, she assisted Marty Townsend and Jo Ann Vogt in MU's Campus Writing Program, where she worked most closely with faculty in the natural and applied sciences. Her 2011 book about writing-in-the-disciplines, *Writing in the Research University*, puts a Darwinian spin on socio-historic theories of writing, illustrates the theory with extensive case studies from engineering, and discusses practical implications for all disciplines. She continues to do research on teacher feedback in the teaching of writing.

Ann M. Penrose is Professor of English at North Carolina State University, where she directed the first-year writing program from 2001 to 2007. She teaches undergraduate writing and rhetoric courses and graduate seminars in composition theory and pedagogy, empirical methods, and writing in the research sciences. Interests include writing pedagogy and program administration, socio-cognitive dimensions of academic literacy, and socialization in disciplinary communities. She co-authored *Writing in the Sciences: Exploring Conventions of Scientific Discourse*, with Steven B. Katz (Longman 2010). Her research on college writers has appeared in *Research in the Teaching of English*, *College Composition and Communication*, and *Written Communication*.

Sherry Rankins-Robertson is Assistant Professor and Director of First-Year Composition at the University of Arkansas at Little Rock. She has designed curriculum and taught courses in family history writing, nonfiction, and business writing. Her publications focus on uses of multimodal composition in first-year composition, strategies for online teaching, effective assignment design, and partnerships between universities and prisons.

Duane Roen is Assistant Vice Provost for University Academic Success Programs at Arizona State University, where he also serves as Head of Technical Communication and Head of Interdisciplinary and Liberal Studies. He has published numerous books, articles, and chapters on writing program administration, composition curriculum and pedagogy, writing across the curriculum, faculty scholarship, assessment, and the history of the field.

Shirley K Rose is Professor of English and Director of Writing Programs at Arizona State University. She is a Past President of the Council of Writing Program Administrators. She regularly teaches graduate courses in writing program administration and has published numerous articles on writing pedagogy and on issues in archival research and practice. With Irwin Weiser, she has edited three collections on the intellectual work of writing program administration, including *The WPA as Researcher*, *The Writing Program Administrator as Theorist*, and *Going Public: What Writing Programs Learn from Engagement*. With Dominic Delli-Carpini, she will co-lead the 2011 WPA Summer Workshop in Baton Rouge.

Martha (Marty) A. Townsend is an Associate Professor of English at the University of Missouri. She directed MU's Campus Writing Program from 1991 to 2006. She is working on a case study of the academic component

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of MU's Division I football program, with an emphasis on student-athletes' literacy.

Jo Ann Vogt was a consultant for writing intensive faculty in MU's Campus Writing Program at the University of Missouri from 1989 to 2007. She has also directed Writing Intensive Tutorial Services (WITS), a writing center staffed by graduate students from across the disciplines and specially designed to serve the needs of students enrolled in writing intensive classes. In June of 2007, Jo Ann began directing Writing Tutorial Services (WTS) at Indiana University. WTS employs a mix of graduate and peer tutors and assists any IU student working on any kind of writing assignment for any IU class.