
Author and Contributors



Rebecca S. Wheeler, Martha Kolln, Brock Haussamen, and Amy Benjamin.

Brock Haussamen is president of the Assembly for the Teaching of English Grammar and professor of English at Raritan Valley Community College in New Jersey. His previous book is *Revising the Rules: Traditional Grammar and Modern Linguistics* (2000). He has published articles on language and teaching in *Teaching English in the Two-Year College*, *Visible Language*, *Death Studies*, *The Journal of Near-Death Experience*, and *Syntax in the Schools*. At Raritan Valley, where he has taught since 1968, Haussamen teaches courses ranging from developmental English to introductory linguistics. He holds a master's degree in English from the University of Connecticut and a master's in history from Rutgers University.

Amy Benjamin is vice president ATEG and an English teacher at Hendrick Hudson High School in Montrose, New York. She is the author of numerous books, including *Writing in the Content Areas* (1999), *An English Teacher's Guide to Performance Tasks and Rubrics* (2000), and *Differentiated Instruction: A Guide for Middle and High School Teachers* (2002). She is currently at work on a book to be entitled *Understanding Writing Instruction for the 21st Century*. Benjamin works as a consultant for school districts throughout the country and looks forward every year to attending the conference for the Assembly for the Teaching of English Grammar.

Paul E. Doniger is the secretary for ATEG. He teaches English and theater classes and directs the drama program at The Gilbert School, a small

semipublic high school in Winsted, Connecticut. Before that, he taught and was head of the English department at a charter high school, called Ancestors, in Waterbury, Connecticut. In addition, he is adjunct professor of English at Western Connecticut State University, from which he holds a Master of Arts in English. He also has taught ESL at the University of Bridgeport. In 1996, Doniger was a co-presenter at the annual ConnTESol conference (on teaching college-level reading to foreign students). Recently, he has written for *English Journal* on using grammar as a tool for teaching literature.

Martha Kolln, a founding member of ATEG, served as the Association's, later Assembly's, president during its first ten years. For the past twenty-five years, she has written and spoken on behalf of grammar as a legitimate, proper, and necessary subject in the language arts curriculum. She retired in 1993 as associate professor from Penn State's English department, where for twenty-two years she taught grammar, composition, rhetorical theory, and editing. Kolln is the author of *Understanding English Grammar* (2002), now in its sixth edition (with Robert Funk), and *Rhetorical Grammar: Grammatical Choices, Rhetorical Effects* (2003), now in its fourth edition.

Helene Krauthamer is associate professor of English at the University of the District of Columbia in Washington, D.C. She holds a Ph.D. and an M.A. in linguistics from the State University of New York at Buffalo and a B.A. in mathematics from New York University. She is current treasurer and past president of the College English Association–Middle Atlantic Group. Her articles have appeared in *Teaching English in the Two-Year College*, *Journal of Teaching Writing*, and the *CEAMAGazine*. Krauthamer's book, *Spoken Language Interference Patterns in Written English* (1999), analyzes the ways in which speaking influences writing. Her current research interests, in addition to the teaching of grammar, include computers and composition, assessment, and online learning.

Johanna E. Rubba, associate professor, received her M.A. in applied linguistics from Southern Illinois University in Carbondale in 1986 and her Ph.D. in theoretical linguistics from the University of California, San Diego, in 1993. Since 1995 she has been a member of the English department at California Polytechnic State University, San Luis Obispo, where she teaches introductory, upper-division, and graduate courses on a variety of linguistic topics. Most of her students are future K–12 teachers. This and the current emphasis on school reform have motivated Rubba to research and develop curricular materials for grammar instruction based on linguistic science. She has led workshops on grammar teaching at state teacher conferences and has given numerous presentations on grammar teaching at national conferences. She is currently working on a college textbook on the structure of English.

Wanda Van Goor is currently professor of English at Prince George's Community College, Largo, Maryland, where she teaches grammar, compo-

sition, and literature. She has also taught at the University of Pennsylvania and as adjunct in the graduate school of George Washington University—and at the University of Hawaii dolphin tanks, where she participated in experiments in teaching grammar to dolphins. She has published in several fields: grammar and usage, literature for teenagers, humanities, housing and urban renewal, community health services, and religion. Books for grammar instruction include *Bedford Basics: A Workbook for Writers*, coauthored with Diana Hacker (1998), and developmental exercises to accompany Hacker's *Rules for Writers*, *The Bedford Handbook for Writers*, and *A Writer's Reference*. Van Goor's professional conference presentations have ranged from "Respect for the Grammatical Complexity of Children's Books" at the ATEG annual conference and the Children's Literature Association to "Two Straight Lines and More: A Look at the Symmetry of Illustrations, Text, and Grammatical Structure in Ludwig Bemelmans' *Madeline*" at the annual meeting of the International Children's Literature Association in Paris.

Rebecca S. Wheeler is associate professor of English education at Christopher Newport University in Newport News, Virginia. Specializing in language development in urban areas, she brings the insights of contemporary applied linguistics to bear on reducing the achievement gap in dialectally diverse classrooms. Her work on code-switching and contrastive analysis has been hailed as "pioneering" in *District Administration*, and the Newport News public school administration has cited her work as embodying "best practices" in reducing the achievement gap through "breaking the language code." Wheeler is a member of the Linguistic Society of America's Committee on Language in the School Curriculum and has served as editor of *Syntax in the Schools*. Her work is reported in her latest article, "Codeswitching: Tools of Language and Culture Transform the Dialectally Diverse Classroom," to appear in NCTE's *Language Arts*.

Edith Wollin is currently dean of Arts, Humanities, and Adult Basic Education at North Seattle Community College. During her teaching career, she taught English at North Seattle Community College, The Ohio State University, and Concordia College in Moorhead, Minnesota. She is the coauthor of *Writers' Choices: Grammar to Improve Style* (2002) and has published many articles, creative essays, and poems in regional journals. Wollin's major areas of interest include English grammar, Middle English syntax, literature of the American West, and Shakespeare. She holds an M.A. from the University of Kansas, an M.A.T. from the University of Washington, and a Ph.D. from the University of Washington. She is a member of ATEG and NCTE.